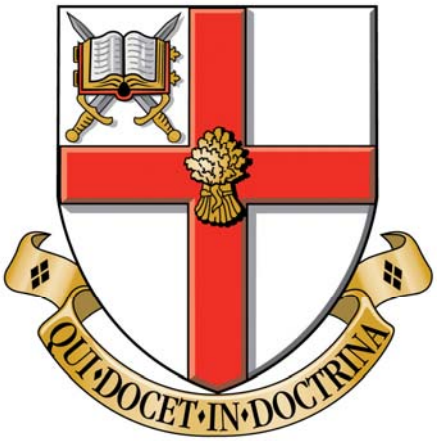

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3

THE COLLEGE BUILDINGS

Malcolm Seaborne

Introduction

No-one would claim that the College buildings, considered as a whole, are architecturally distinguished. During a recent inspection of the College by Her Majesty's Inspectors, the buildings were described as 'interesting' and 'unusual'. They are unusual in dating back to the 1840s and for demonstrating historical continuity on a single site. In recent years, there has been a growing recognition that buildings tell us much of the social and other preoccupations of the people who created them. What makes the buildings of Chester College particularly worthy of study is the way they illustrate the development of teacher training and of higher education more generally from its beginnings in the early Victorian period down to the present day — covering in fact the last 150 years. Collectively, they reflect the organic growth of a particular type of educational organisation and, from the historical point of view, it is fortunate that the older buildings have been adapted over the years rather than demolished. The result may seem to be a confusing medley of buildings but, when considered as historical documents with many revisions and amendments, they are found to tell an interesting story over a period which saw the birth and growth of the modern system of education. The story will, I hope, become clearer by dividing the College's building history into four phases beginning with the foundation in 1839.

The Pioneer Period 1839-1869

Although the decision to found the College was taken in 1839, the College began in temporary premises and the present Old College buildings designed by J.C. and G. Buckler were not opened until September 1842. The College was a pioneer in being the first purpose-built teacher-training college in England, earlier teacher-training establishments having been merely attached to existing elementary schools. It was also led by a truly pioneer first Principal, the Reverend Arthur Rigg, whose powerful portrait bust may be seen in the College Chapel. There were a number of interesting features of the building as originally conceived. It was designed as an architectural unity, with all the activities planned to take place in one massive building, with a lower ground floor, a ground floor and two storeys above. This large building (by the standards of the time) was designed to house a variety of different but interrelated activities and it was conceived as a wholly residential establishment. The view that it was essential for future school teachers to be resident arose from the strong moral tone of the first founders: this was intended to be a college to train schoolmasters for the new Church schools which were being built in the diocese for the rapidly growing

industrial population (for we must remember that the old diocese of Chester included Liverpool and Manchester, which only became separate dioceses later in the century). This aspect was symbolised above all by the building of the College Chapel, which still survives largely unaltered.

There were other related aspects of the original foundation, only one of which survived this early period. The cost of running the so-called 'normal' school for training elementary school teachers with the least possible expense was intended to be met by housing in the same building a 'commercial' school for the sons of middle-class, fee-paying parents. As a development of this, but constituting a distinctive strand, was Rigg's transformation of the commercial school into a Science College which for a time attracted national attention. Neither of these aspects survived Rigg's Principalship but another constituent of the early foundation did, albeit in altered form. This was the inclusion in the College buildings of a model school for children, where the students could practise teaching under the immediate supervision of the College staff.

So far as the purely architectural aspect of the original buildings is concerned, it may be noted that the Elizabethan rather than the Gothic style was chosen, perhaps reflecting the Low Church sympathies of the founders, though the Chapel inevitably for its period was Victorian Gothic, and was built to the design of J.E. Gregan of Manchester. At one time such buildings were reviled but they are now often admired as a result of the efforts of the Victorian Society, and others who would regard our essentially unaltered Chapel as a Victorian gem. The Old College was successfully modernised in the 1960s, in the sense that the internal arrangements were altered to meet the needs of the time, often in an imaginative way. Externally, however, the alterations since about 1930 have almost wholly spoiled the architectural effect. The sense of a massive pile has been lost (some would say mercifully) by subsequent additions, and the sandstone dressings to the windows have worn badly and have been replaced by concrete surrounds, especially at the front (i.e. the Parkgate Road facade). The main entrance has been moved to the Cheyney Road side and the new entrance, again of concrete, seems to many to be out of sympathy with the rest of the building.[1] The best remaining feature is the original hand-made brickwork which (unusually for this area) is in English bond, i.e. courses of stretchers alternating with courses of headers. The best preserved external part of the original building is the frontage of the former Principal's house facing the present dining halls, though even there the removal of some of the stone mullions, probably in the 1930s, has spoilt the facade. The original fenestration, however, may still be made out from the position of the glazing bars. There is not space in this essay to give a full description of the original buildings, which were described in great detail by H.M.I. Mr. Moseley, who visited the College in 1844. He summarised his findings as follows:

> 'I cannot disguise from myself that, placed as it is in the immediate neighbourhood of the vast population of Manchester and Liverpool, and destined to provide for the educational wants of a diocese, including within its limits the greatest manufacturing districts of the kingdom . . . it yields

> to no other similar institution in interest or importance. Neither does it yield to any other in the advantages of its situation, the imposing character and the magnitude of its structure, and the scale of its operations. It is the only building which has yet been erected expressly for the purpose of a training college, and in the adaptation of its plan internally for the uses of such a structure, not less than in the appropriate character of its external architecture, it may serve as a model for every other.'[2]

Mr. Moseley's report also included the plan here reproduced as Fig. 1. The original school room for trainee teachers was in what is now the Accounts Office, with the commercial school mentioned above in what is now the General Office. The area now occupied by the Accountant and the Maintenance Surveyor was originally a classroom with a gallery, i.e. with raked seating for students who were taught by the master sitting at the desk marked 3 on the plan. The original library was in the area replaced by the entrance foyer and the Porters' Lodge in the 1960s. The dining hall was in the part of the room now used as the Senior Common Room which explains why, when this room was enlarged, the central fireplace was left awkwardly in situ. The original practising school (called the National school on the plan because like most Anglican elementary schools it was affiliated to the National Society) occupied what is now the Drama Department.

Not shown on this plan, but of historical interest and always mentioned by pre-war students, were the dormitories on the first and second floors above the rooms marked A B C D on the plan.[3] These dormitories, like the dormitories in contemporary public schools, were simply open spaces, with the added refinement that each bed was partitioned off from the next, with wooden partitions arranged along each side and reaching to within three feet of the ceiling.[4] The dormitory on the first floor came to be called 'Bottom John' and that on the second floor 'Top John'. Later, when the rooms above the front of the building came to be used as dormitories (probably after 1870 when the Science College closed and the training college expanded), the first floor rooms were known to the students as 'Rookery' and those on the second floor as 'Arcadia', 'Paradise' and 'Utopia'. These ironic names were paralleled by the description of the small courtyard at the rear of the building as the 'Prairie'. Two students of the inter-war period referred to what had by then become very antiquated sleeping arrangements in the novels they later wrote. Sidney Campion (1921-23) refers to the long, narrow, winding stone staircase leading to the dormitories which is still in use but now leads to separate study bedrooms, and he describes the first night, with the 'freshers' throwing over the cubicle tops tablets of soap, banana skins, apples, toothbrushes, slippers and 'anything which would serve as a missile'.[5]

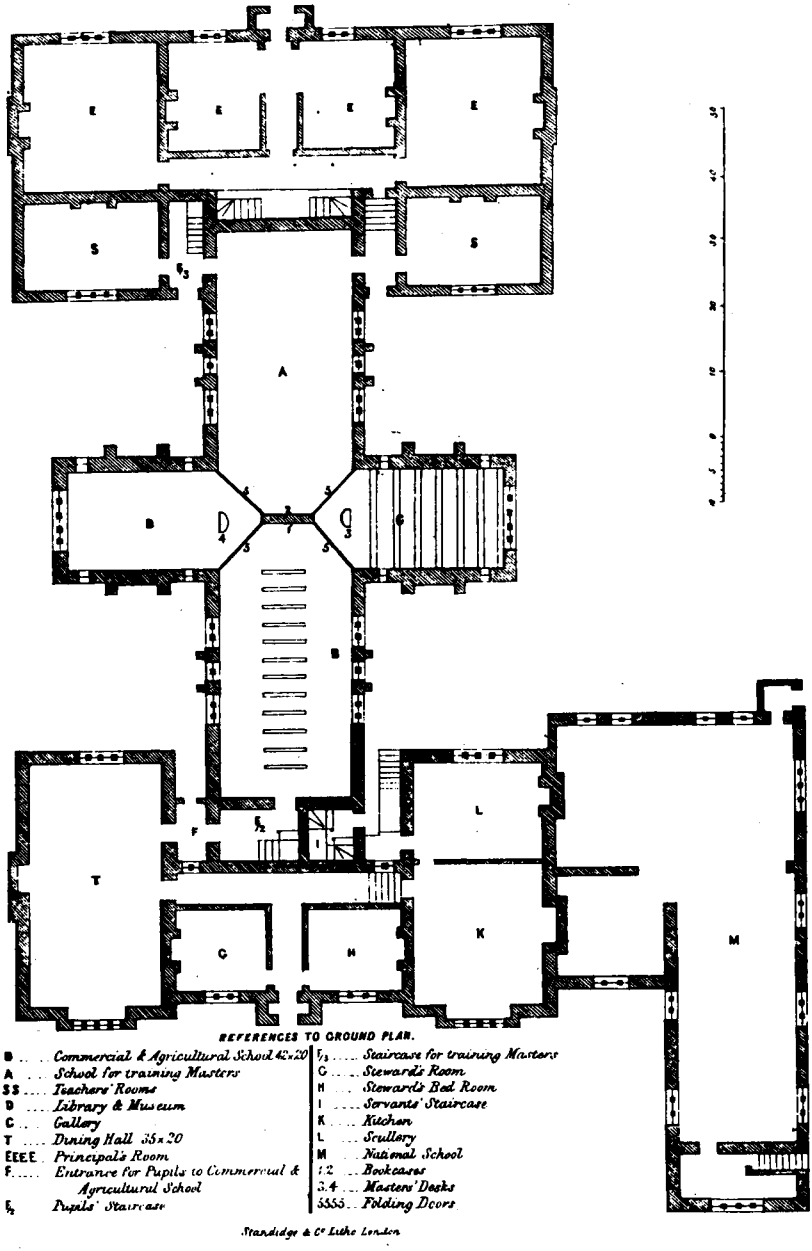


Fig. 1: Plan of original College building, from the Minutes of the Committee of Council on Education, 1844.

These dormitories were converted in the 1960s to comfortable study-bedrooms, each with a washbasin and good storage space, but of course with considerably fewer students accommodated. This, as we shall see, was made possible by the building of two large new hostel blocks.

One other aspect of this first period of the College buildings is worth a brief note. The first Principal, Arthur Rigg, was a Cambridge mathematician and a pioneer of what later came to be called technical education. He encouraged the students to undertake much of the work of building the Chapel, including the still-existing wooden panelling and pews, and the stone-mullioned windows. He also turned the commercial school into a science college preparing students for skilled posts in engineering and in the Indian Civil Service. He appointed William Crookes (later Sir William Crookes, President of the Royal Society) as science tutor and a new science laboratory — one of the earliest in any college — was built in 1855.[7] This building was later demolished but the site of it is recorded on a tablet at the foot of the present Tower Block.

Mr. Bradbury in his History of the College has written extensively about Arthur Rigg and it is sufficient here to note that, on Rigg's retirement in 1869, the Governors decided to phase out the science school and concentrate on the training of teachers, which they saw as the prime purpose of founding the College in 1839. The development of technological education in this area passed to the technical colleges which were beginning to be set up in the major industrial towns. As Mr. Bradbury has written, the Governors' decision was 'above all a commitment taken in faith that put the educational and pastoral duty of the Church in the long term above the shorter term advantages of profit and success'.[8] Had the Rigg approach been continued, we might well have developed into a polytechnic, for which, perhaps, the local environment was not at that time suitable.

The Period of Consolidation 1870-1900

The retirement of Rigg was followed by an expansion of elementary education on a national scale resulting from the Forster Education Act of 1870, which introduced the principle of compulsory education for all. The Revised Code brought a new rigidity into curriculum development in the schools, which was reflected in the College course. The space previously occupied by the commercial (later the science) school was taken up by the trainee teachers, and very little new building was undertaken. A survey carried out in 1874 and reproduced as Fig.2

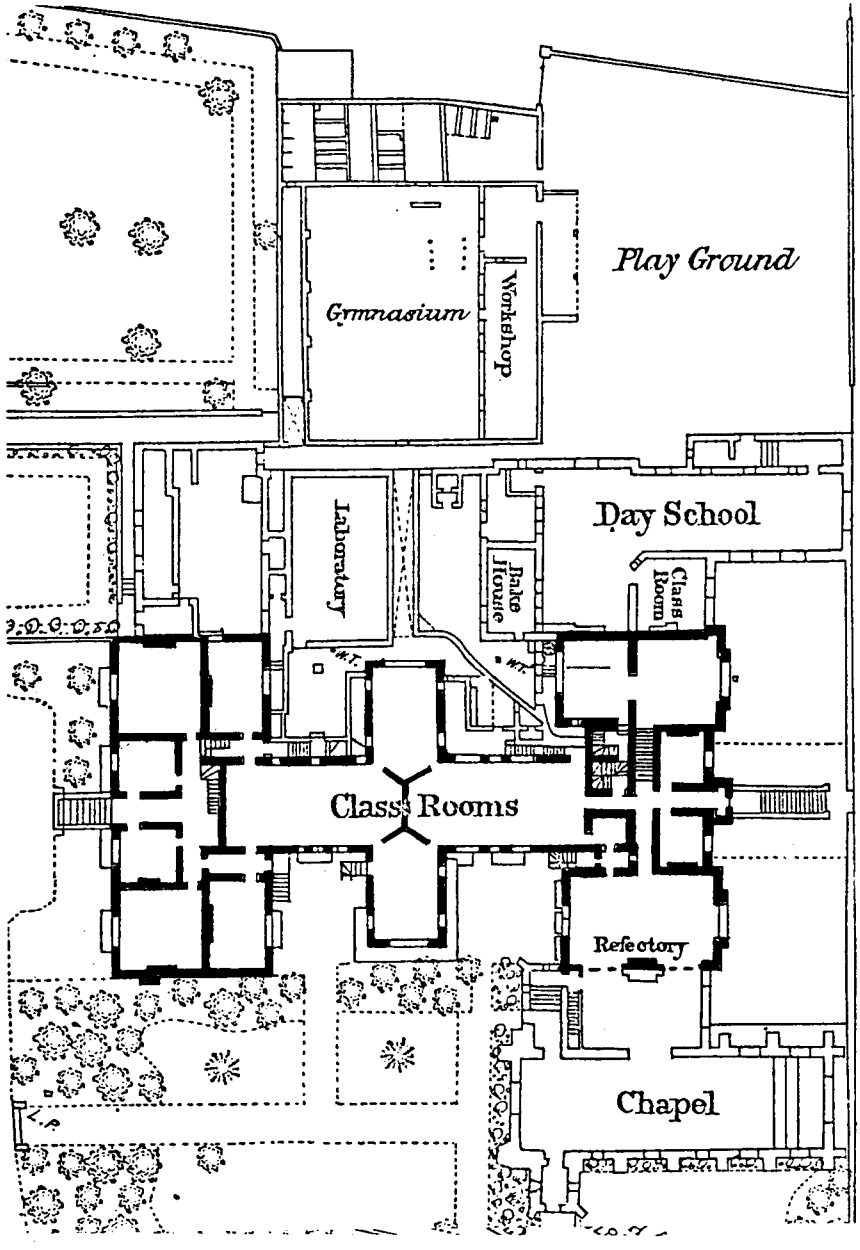
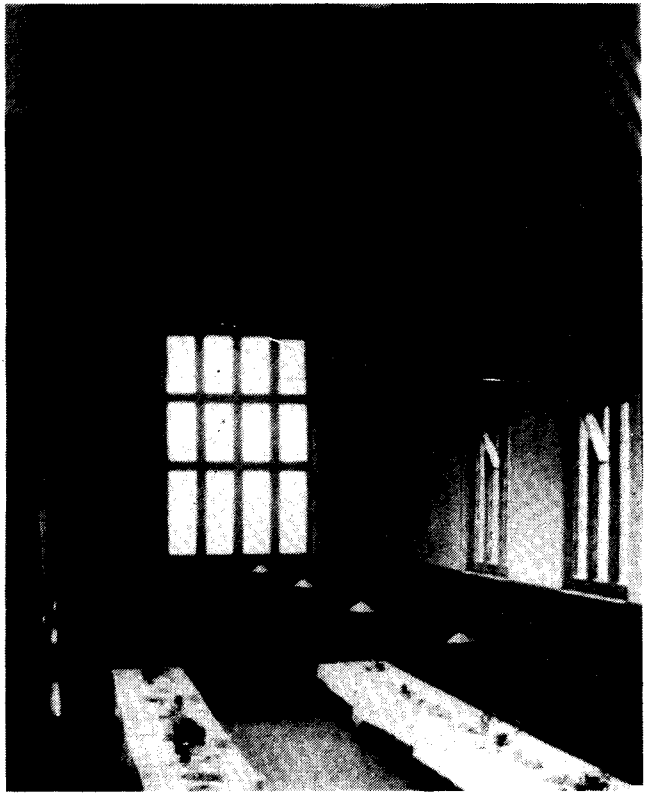


Fig. 2: Plan of College buildings in 1874, from Ordnance Survey map published in 1880 (original building shown in black).

shows the position of the former science laboratory and also provides the only known record of an early gymnasium on the site. The buttresses shown on one wall and the windows of a workshop on the other suggest that this may have been an open-air gymnasium of a type which was not uncommon at this period. (An open-air gymnasium was used at Cheltenham Public School in the 1850s and the first indoor gymnasium in a school was opened at Uppingham in 1859). Interestingly enough, the two present-day gymnasia occupy roughly the area shown on the plan for the Victorian gymnasium. The laboratory, as mentioned above, was demolished at some unknown date, following the closure of the science school.

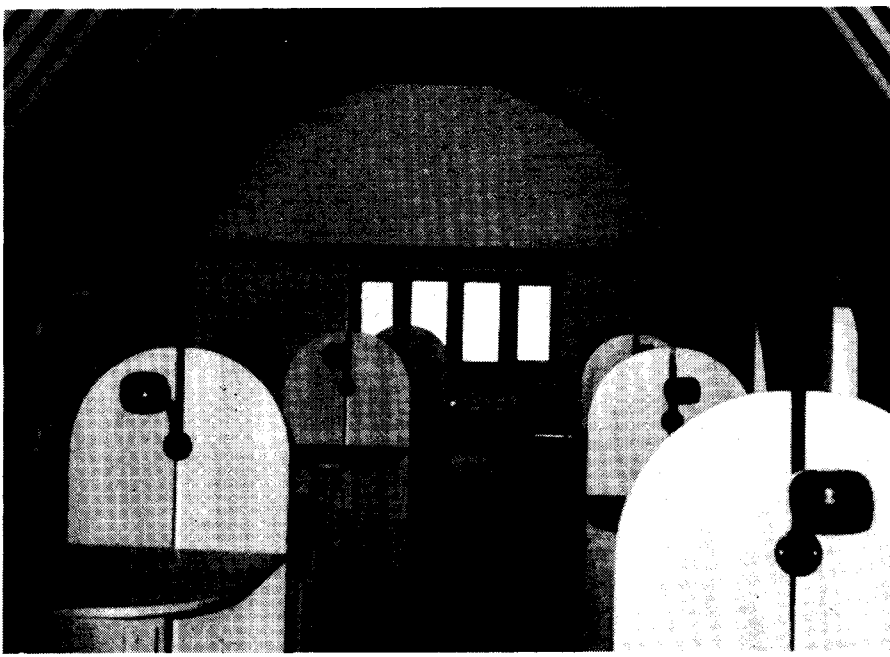
The practising school, shown as the Day School on the plan of 1874, continued much as before and one can safely assume that most of the teaching took place in the big main room, as was usual in National schools at this date, though it did have a smaller classroom attached to it.[9] When a new practising school was built in 1900, the old school became a dining hall and a photograph (Plate I)



I: The old dining hall (original practising school)

taken before this hall was itself altered gives a good impression of it. It is pleasing to record that, when the dining hall was ceiled over in the 1930s, the fine timbered roof was left intact and has recently been restored to view following the conversion of the attic space to a private study area and museum (Plate II). It may also be noted that the transfer of the practising school and its use as a dining hall released the original refectory for use as a library (panelled in memory of former students who died in the First World War) and later still as the S.C.R.

The new practising school was built on an adjoining site within the College boundary, and was designed by H. Beswick, a copy of whose plan is shown as Fig.3.[10] As one would expect at this period, the architect adopted the so-called 'central hall' plan, with classrooms disposed around three sides of the hall. It may be noted that (as again, was standard practice) each classroom was designed for very large classes of children seated in dual desks, as indicated on the plan. The two largest classrooms accommodated 60 children each, three others were for 50 and one for 40 children. The front elevation facing Parkgate Road is now completely masked by the Swimming Pool opened in the 1970s, but the



II: Private study area in upper section of the original practising school

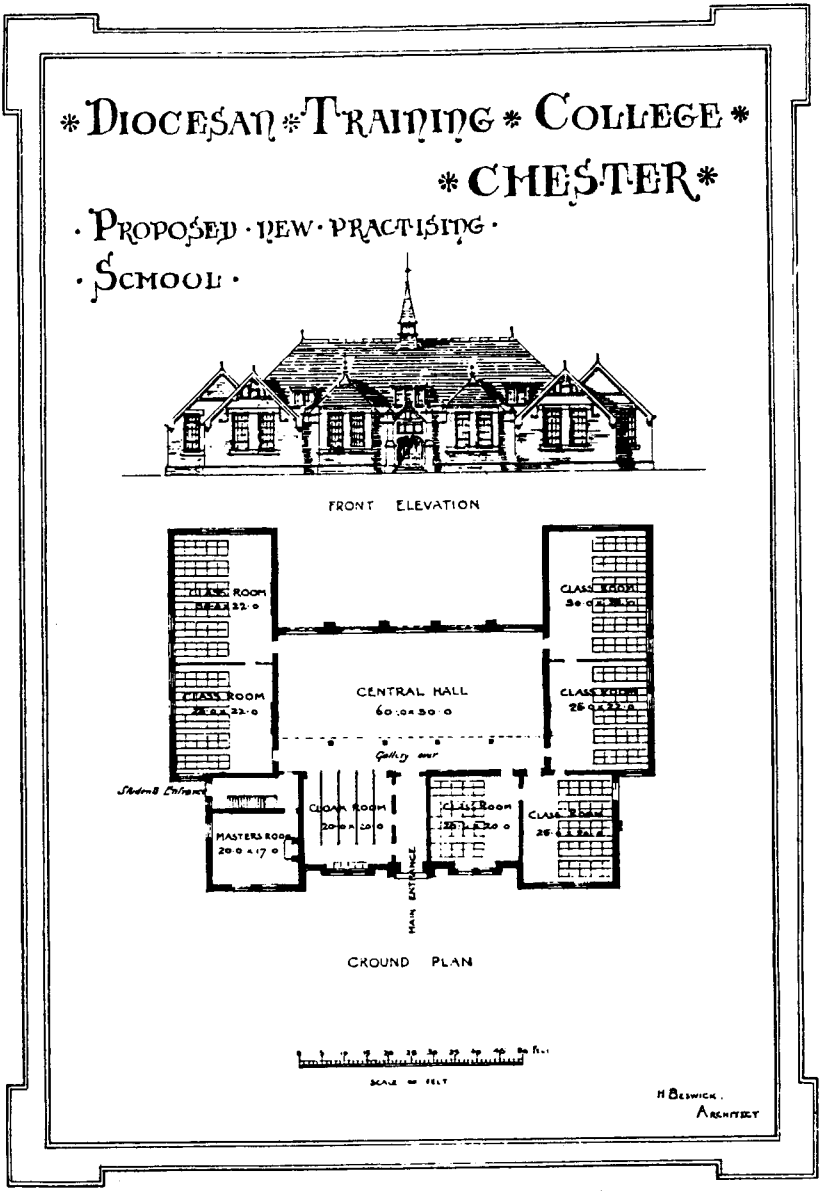


Fig. 3: New practising school, plan from letter appealing for funds, 1896.

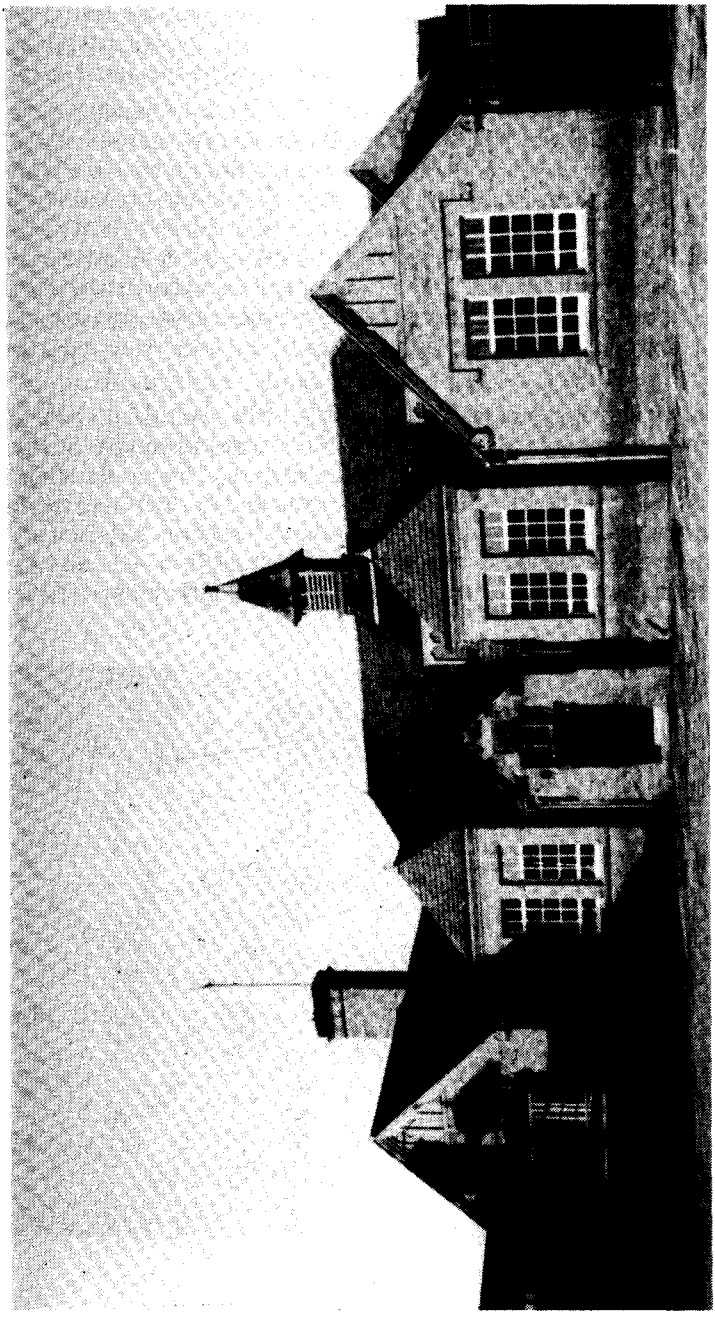
photograph included here as Plate III shows a pleasant, neo-Tudor building, with a 1900 date stone over the front entrance. This school, known until after the Second World War as the College School, moved in the 1960s to Blacon and in the 1980s to Boughton and is now known as the Bishops' School. The former school building was then adapted by the College as an Art and Craft block: the former central hall has become the textile room and the former classrooms are now used for the various branches of Art, with two of the largest classrooms converted into a lecture theatre. The high ceilings, good lighting and extensive wall areas have proved to be highly suitable for housing a flourishing Art Department. The school honours boards which were in the old practising school, and were then moved to the College School and later to the Bishops' School, were recently returned to the College and have been set up in the small museum created in the upper part of the original schoolroom, that is, from whence they came!

New Beginnings 1901-1939

The Balfour Education Act of 1902 heralded an interesting period of curriculum change in the schools, with attention being given to the more advanced education needed by children who were in some cases staying on at school after the official leaving date, which was raised to 14 following the passing of the Fisher Education Act of 1918. In some areas, senior, central and intermediate schools began to develop, but throughout this period the all-age elementary school, teaching children from five to 14, remained the norm. In any event, it is clear that the students trained at the College were still required to teach a wide range of subjects, but there was the beginning of some specialisation. College records show that a significant proportion of the students later taught in central or secondary grammar schools (a few had obtained external London B.A.s while at College). Chester remained a College only for men during this period and the majority of the students proceeded to junior and senior, rather than infant, schools.

This growth in subject specialisation was reflected in the College curriculum and also resulted in some new buildings. This was a period of much new planning but many of the efforts of the Principals and staff were frustrated by two world wars and by the economic depression of the inter-war period, which produced a temporary threat of closure in the early 1930s. The College was in fact closed during both the First and Second World Wars. During the first it was occupied by a public boarding school from Ramsgate, and during the second it was used as a Service Chaplains' School, with a small number of Chester students continuing at the Church College at Cheltenham. The net result of the war-time interruptions and the economic difficulties of this period was that, although much planning was done, the number of new buildings was small.

The first of these was the building, now part of the 'Cloisters Block', which originally housed a common room on the first floor and is now occupied by the Maths Department. This was built in 1907 but I have not been able to locate the original plan which Bradbury states was by Lockwood and Abercrombie. It included stone-mullioned windows at ground and first floor levels, and it is



III: The College School, built 1900

a matter for regret that when it was enlarged in the 1960s the central doorway was blocked up and the downstairs windows replaced. (The original ground floor is shown on Plate IV from a photograph taken before the alterations were made.)

Two other buildings belong to this phase. The first is the building (now called the Thomas Building) which illustrates the development of more advanced work, particularly in science, art and craft. The ground floor included a craft room and a woodwork and machine shop, while the first floor was occupied by biology and chemistry laboratories and an art room. The architect was W. Fyfe, who was the head of the School of Architecture at Cambridge, but the building planned in 1930 was not completed until 1939. It was of neo-Georgian design with a small central pediment, but again the front elevation has been altered by later additions. The original ground floor plan, with the line of the later extensions, is shown in Fig.4.[11]

Plans for an indoor gymnasium (now called the Old Gymnasium) were similarly affected by the economic climate of the 1930s. It came to occupy the site of the old craft workshop, which had been transferred to the Thomas Building. It was designed by F.C. Saxon of Abercrombie, Saxon and Partners and the foundation stone was laid by Bishop (later Archbishop) Fisher on 20th January 1939. Two large hostels designed by the same architectural firm were also planned, since the dormitories in the original College were not only antiquated but inade-

IV: The Cloister Block before alteration

quate for the number of students now attending the College. The foundation stone of what came to be called Fisher House was laid by the Earl of Derby on 3rd June 1939. Then, on 3rd September, war was declared and the Government ruled that only buildings which had reached a certain height could be completed.[12] The gymnasium qualified for completion and was opened in January 1940 but the two hostels remained at foundation level until after the end of the war. The bricks for the hostels were stored on the site, but were found to be insufficient when the buildings were completed after the war — hence the different brickwork, particularly of the top storey of what came to be called Astbury House.

Although the two large hostels (Fisher and Astbury) have date stones of 1954 and 1953 respectively, they were essentially of pre-war design and may conveniently be mentioned here. Architecturally, they are typical of 1930s neo-

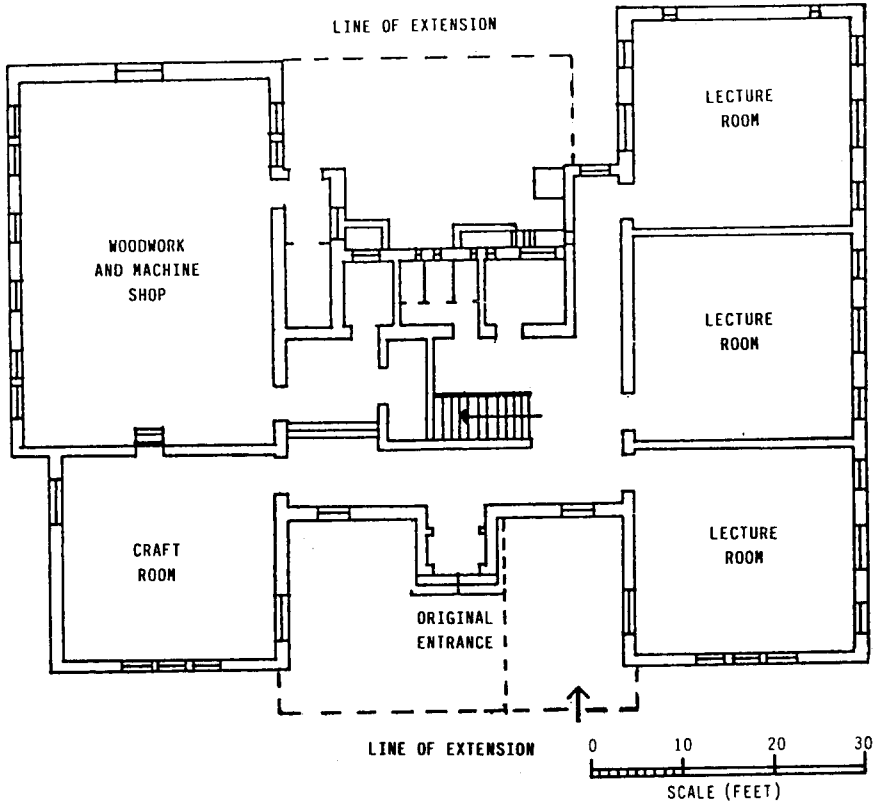
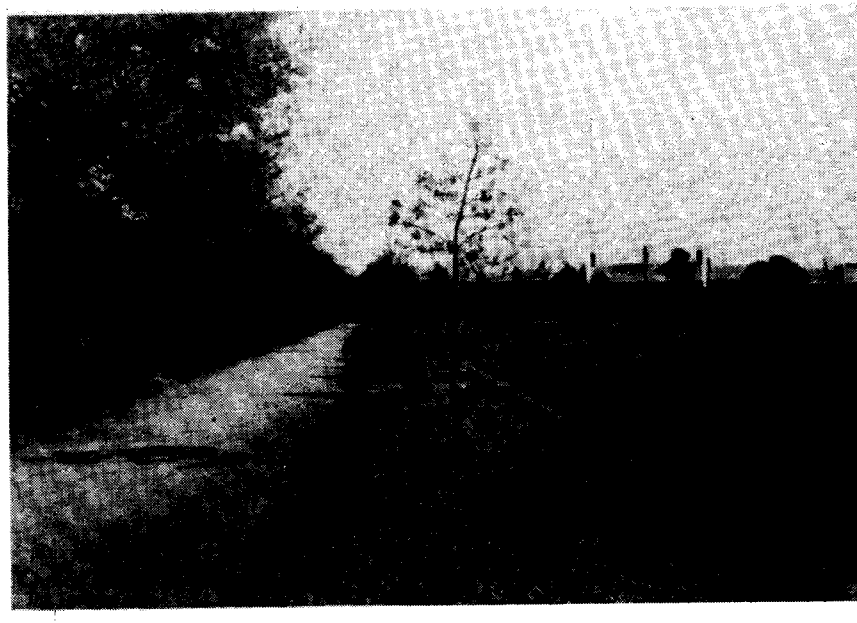
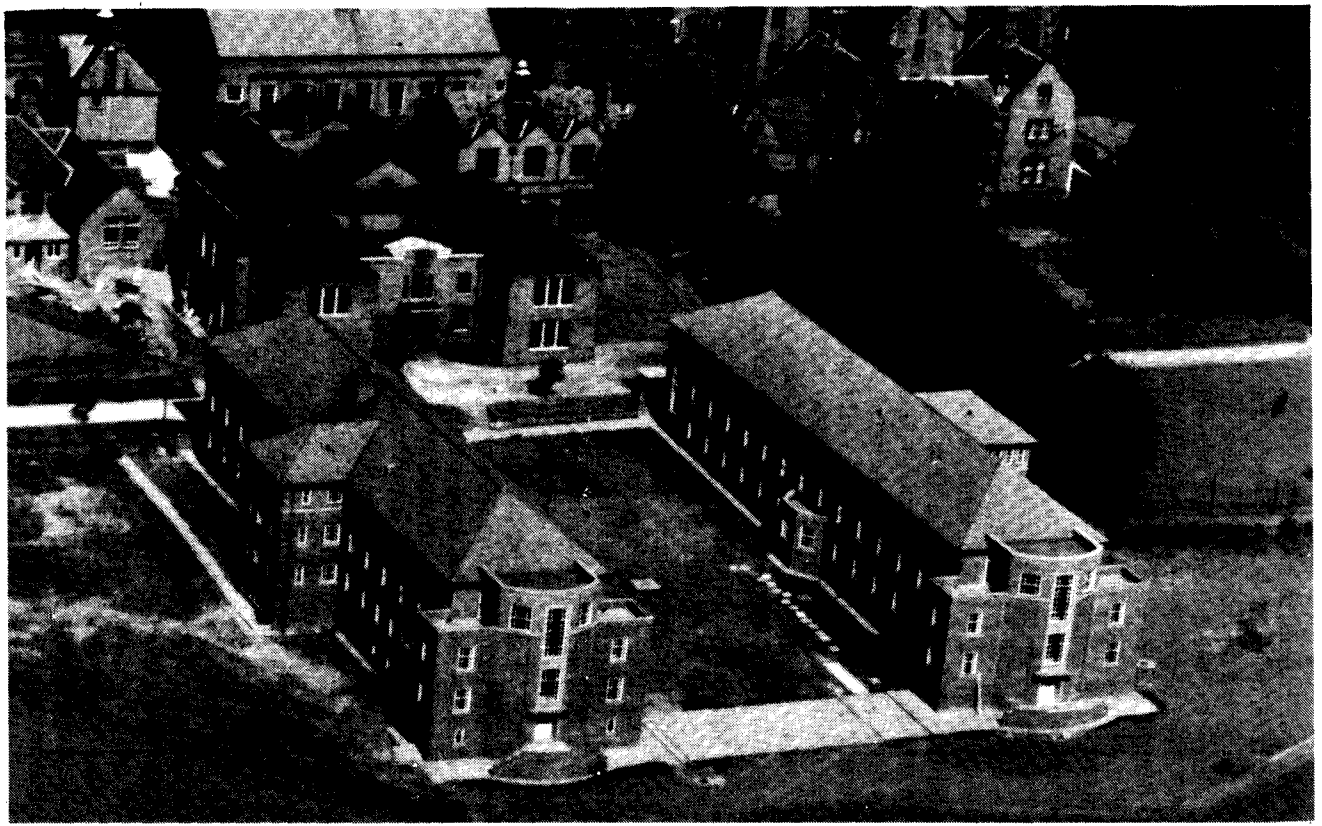


Fig. 4: Thomas Building. Ground floor plan, 1930, based on survey carried out by Douglas, Minshull and Co. in 1962.

Georgian, and, when viewed from across the Close, are among the best of our surviving buildings, with excellent proportions and matching bow fronts (Plate VI). Internally, they accommodated 70 students in each hostel and consisted of central corridors on three floors, with study bedrooms on each side of the corridors, and with washing and toilet facilities grouped together on each floor. This was certainly a marked advance on the jugs and basins of the old dormitories, though it may be noted that the layout adopted here (as in other colleges of the time) was essentially a development of the old dormitory arrangement of cubicles served by central corridors. Communal washing facilities were usual in boarding establishments of the period and have only in recent years been replaced by individual washbasins in every study-bedroom. Dining, as before, took place in the former practising school, made available as we saw earlier by the opening of the College School in 1900. Once Fisher and Astbury Houses had been opened, the next decision to be made was how to adapt the old dormitories to post-war needs. In fact they remained empty for some years while various proposals were considered and the necessary finances raised. And here it should be noted that, since Chester is a Voluntary College, the Governors have always had to raise some of the cost needed for new buildings, the main contribution coming from the central Government. The College contribution is currently 15 per cent but in the immediate post-war period it was 25 per cent and much of this came from central Church funds. In more recent years, however, the College contribution has come from its own resources, mainly the profits from vacation lettings.



V: The Terrace before Fisher and Astbury Houses were built



VI: Fisher and Astbury Houses from the Close. Aerial photograph taken in about 1960

The Period of Expansion 1945-1987

The 40 years following the Second World War may, in Chester's case, legitimately be called a period of expansion because, although the teacher-training courses were severely cut back, the College successfully diversified by introducing not only the B.Ed. degree for future teachers but also the B.A. and B.Sc. degrees for students interested in other careers. In this important development the support of the University of Liverpool, to which the College is affiliated, was invaluable. Nevertheless, this was not an easy time for the College since the number of teacher-training establishments nationally was reduced from 150 to 66 between 1977 and 1982 and the number of Voluntary Colleges from 51 in 1969 to 18 in 1985.[13] Nevertheless, the demographic trend was on the side of the colleges which survived. The high birth rate of the post-war period created an unprecedentedly high demand for trained teachers and then, as these age-groups worked through the secondary schools, there came an increased demand for a more general higher education which, in Chester's case, more than made up for the falling demand for new teachers. In this connection it should be recorded that the number of students at the College rose from about 150 in 1947 to 716 in 1967 and 1084 in 1987. Equally significant was the admission of women students from 1961 onwards, and they now constitute two-thirds of the total.

The old buildings were completely modernised during the 1960s. The dormitories left vacant after the opening of Fisher and Astbury Houses were skilfully converted into study-bedrooms, and three new hostels for women students (Catherine, Alexandra and Margaret Houses) were built some distance from the old buildings, providing accommodation for about 20 students in each. The architectural firm used for the conversion of the Old College buildings and for the new, smaller hostels was the Design Group Partnership and these hostels, like the student centre built at this time between Fisher and Astbury Houses, were particularly successful from the architectural and educational points of view. It was perhaps inevitable that in seeking to extend and improve the older College buildings, original architectural features were lost, while the Tower Block (1967-71) needed for additional lecture rooms is best regarded as a legacy of the 'brutalist' phase of English architecture in the 1960s. It is nevertheless a successful building, educationally speaking, and also provides magnificent views of the Clwydian hills from the upper storeys. It was appropriately called the Price Tower after the Reverend Aubrey Price, Principal from 1953 to 1965, during whose Principalship the expansion really began.

Other changes reflected in the present buildings were the introduction of Physical Education as a specialist course, which brought with it the construction of a second gymnasium, a 25-metre swimming pool, a new pavilion, an all-weather pitch and additional playing fields at Sealand Road. The social life of the College was enhanced by the building of two new dining halls, an assembly hall (Gladstone Hall), a staff/student social club (the Bar) and the student centre mentioned above, which was named the de Bunsen Centre after Sir Bernard de Bunsen, Principal from 1966 to 1971.

During the 1970s the development of the academic work of the College was greatly helped by the construction of a new library building, which was opened by Lord Rochester in 1977. The library had previously been moved to the dining hall (the former practising school) when new dining halls were built in 1960, but by 1975 it was only about half the size needed for the College as it had developed. The new library was designed by the Design Group Partnership and soon afterwards a new Resource Centre was built as an extension to it, with a T.V. studio and other audio-visual facilities. The opening ceremony was performed by Bishop Baughen, the Chairman of the Governors, in 1983. Following the opening of these new buildings, the space occupied by the library in the Old College building was converted into a drama studio and the old Resource Centre in the Thomas building converted to lecture rooms.

The residential life of the College also developed rapidly during this period, mainly through a considerable expansion in the number of students who rented accommodation in the nearby Bouverie Street area, although the focus of student life remained on the College campus. This policy was supplemented and to some extent superseded by the purchase by the Governors during the 1980s of a number of houses adjoining the College site in Exton Park[14] and Parkgate Road, which were adapted for student and staff residences and, in particular, by the construction on part of the playing fields of a Student Village, financed by the Governors with the help of a local building society, repayments of the loan being largely covered by student rents and vacation lettings. This provided 83 student places on a self-catering basis and opened in 1987. The architect was Karl Seddon of Howard and Seddon Partnership, who also designed the squash courts which were financed jointly by the Students' Union and the Governing Body and built in the same year.

It would not be practicable to describe all these buildings in detail and they were architecturally and educationally comparable to similar buildings elsewhere. Two of them, however, are worthy of comment because it may be claimed that they were in advance of their time, even though they were responses to demands which the College had been concerned with since its foundation.

We have said much about the practising school, at first located in the main College building and then moved to a separate building in 1900. Such schools went out of fashion in the earlier part of this century and students were sent to schools, particularly in Cheshire, Wirral and Liverpool, for teaching practice, as is still largely the case. The idea of the model school is, however, far from dead, but the emphasis now is on College and school staff working together with students both in schools and in the College itself. Thus, when the College's initial teacher-training programme came once more to be mainly concerned with primary education, the former Geography block, freed by moving the Geography Department to the Thomas Building, was converted into a Primary Centre, the consultants for which were the well-known school architects David and Mary Medd. The joint aim was to create a suitable environment for training primary students, with children and teachers visiting the College on a regular basis to

supplement the students' visits to the schools. The internal layout of the building, as opened by Professor John Tomlinson in 1984, is shown as Fig.5.

We have also noted the arrangements made for boarding the original students and how the old dormitories were replaced by two large and three smaller hostels in the 1950s and 60s. In the 1980s the need for self-financing schemes and the experience gained by students of catering for themselves in private flats led to the building of the Student Village mentioned above. It consists of 12 semi-detached and two detached houses, each providing self-catering accommodation for six students. Each house accommodates three students on the ground floor and three students on the first floor and the basic grouping consists of three study-bedrooms, each opening out on to a shared lounge/dining area, a kitchen, a bathroom and a w.c. The domestic character of the whole complex has been carefully planned and the site chosen is both attractive in itself and conveniently situated near to the main College amenities. A plan of a typical three-unit group is shown as Fig. 6. Thus the College buildings illustrate an interesting sequence of residential provision, from the communal to the semi-communal, and finally to the small group and the individual.

Conclusion

Our brief mention of the Student Village has indicated one of the major characteristics of the College considered architecturally. All the essential buildings, both academic and residential, are situated on one 30-acre site, bounded by main roads on two sides and by a railway embankment and the Shropshire Union Canal on the others, and yet within ten minutes' walk of the city centre. The College is self-contained and compact but there is plenty of room for car parking and for further buildings in the future. The College site, with its mature trees and gardens, is perhaps its main asset and often gives charm to buildings which, architecturally, may not be out of the ordinary.

Chiefly, however, we have told the story of constant change and adaptation. There are very few parts of the old buildings now used for their original purposes and very few of the buildings erected in the present century which have not been altered in some way or another. This may be a matter of regret to the purist but, more recently, 'community architecture' has been in the news, with its emphasis on building for people's needs rather than striving for architectural effect, although the two are not necessarily incompatible. The College is a living organism and its buildings will constantly need adaptation and extension to keep pace with the development of new academic courses and the other necessary requirements of an active body of students and staff. Long may it so continue!

Footnotes

I am grateful to Century Hutchinson Ltd., for permission to quote from Arthur Barton's novel *School for Love*, to Mr. Neale Evans of Design Group Partnership for providing plans of the Old College and Thomas buildings, and to Mrs Christine Lynas for typing my manuscript. The plan of the Primary Centre is by David and Mary Medd and that of the Student Village by Karl Seddon.

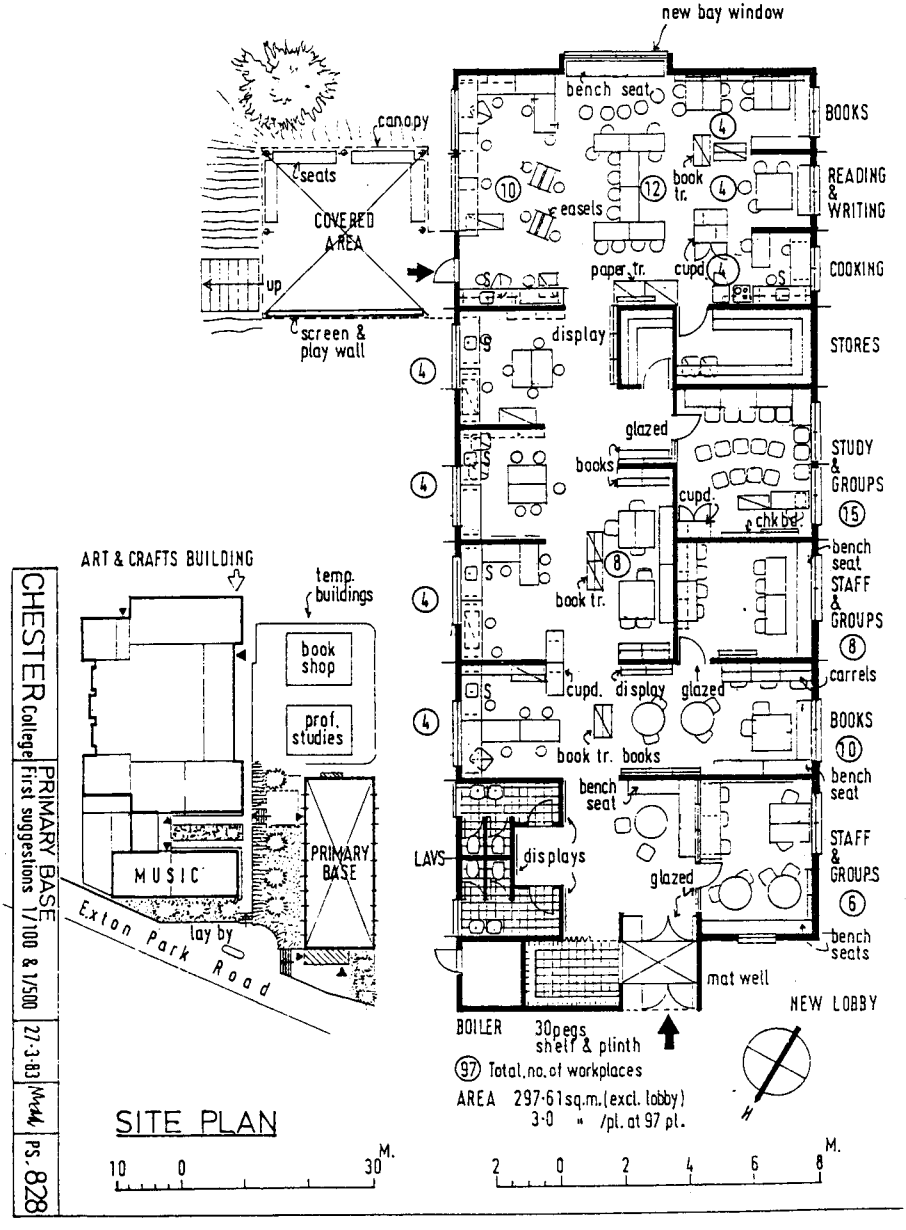


Fig. 5: Primary Centre, opened 1984.

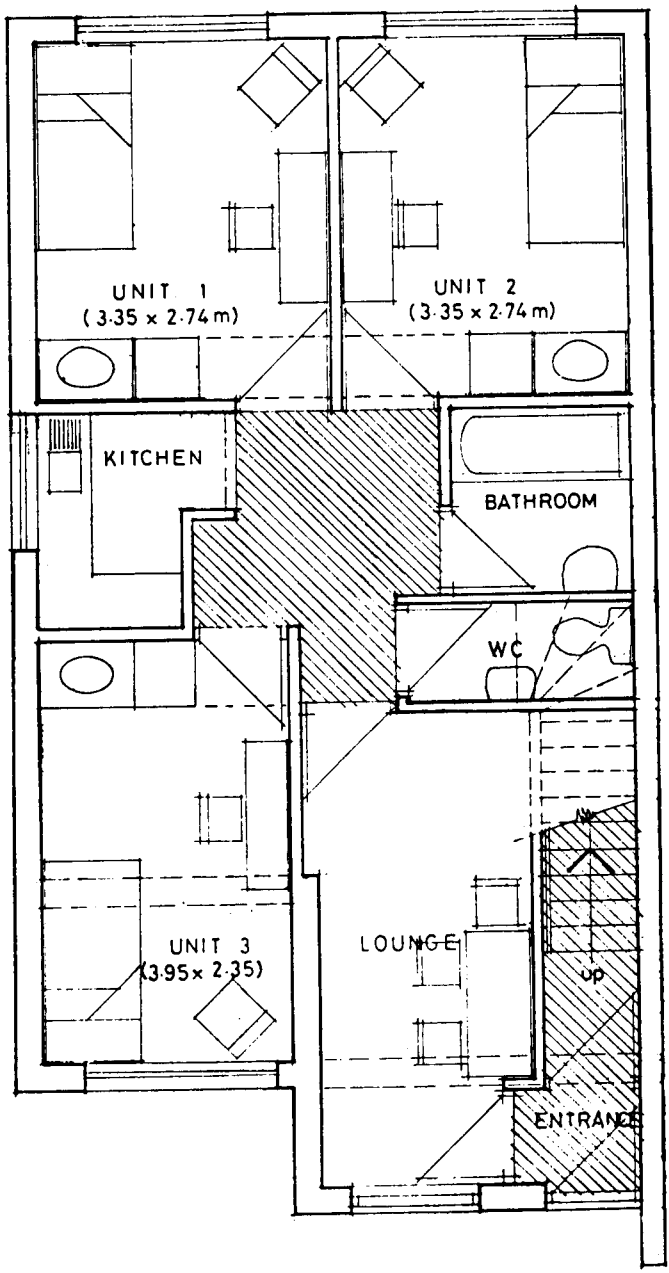


Fig. 6: Student Village. Typical 3-unit group, 1987.

1. cf. N. Pevsner and E. Hubbard, *The Buildings of England: Cheshire* (1971), p.171.
2. From the *Minutes of the Committee of Council on Education* (1844), p.649.
3. I have been helped in reconstructing the original plan by the survey of the buildings carried out by Douglas, Minshull & Co. in 1960 (copies of these plans have now been deposited with the College Archives in the City Record Office).
4. For a similar arrangement at Radley College, see M. Seaborne, *The English School: its Architecture and Organization 1370-1870* (1971), plate 208.
5. *Sunlight on the Foothills*, published by Rich & Cowan in 1941, pp.128-9.
6. *School for Love*, published by Hutchinson in 1976, pp.32-3. This passage is quoted with the kind permission of the publishers.
7. There is a set of plans of this laboratory in the Cheshire County Record Office, SCI/42/1-6. It is signed and dated by Thomas M. Penson, Architect, Chester, Jan. 1855. It shows a single-storey brick building measuring 26 by 40 feet, with tables and sinks on each side, a sand bath and furnaces at one end and two long benches running lengthwise in the main body of the room. It is not known when this laboratory went out of use, but Bradbury, p.189, suggests it may have become a changing room, demolished in 1924. For Penson's other buildings, see Pevsner and Hubbard, *op. cit.*, pp.38, 131, 148, 163, 163n, 168n, 171, 174.
8. Bradbury p.144.
9. Also in the County Record Office are undated plans of the original Practising School, SCI/42/7-8. These show the desks and benches arranged in parallel rows, with each class divided by curtains, as recommended by the Committee of Council on Education after 1851 (for further details, see Seaborne *op. cit.*, pp.207 ff.).
10. H. Beswick was the then County Architect. For his other buildings (mainly schools) see Pevsner and Hubbard, *op. cit.*, pp.111, 190, 269, 306n, 317, 366. See also the article by Dr. G. White in *Collegian*, 1983, pp.38-41.
11. The plan reproduced as Fig.4 is based on a survey carried out by Douglas, Minshull & Co. in 1962.
12. Bradbury, pp.211-2.
13. *Times Educational Supplement*, 18th Oct. 1985.
14. No.4 Exton Park was purchased in 1931 and No.3 in 1953. These were remodelled, and further houses in Exton Park and Parkgate Road were purchased, in the 1980s.